

# Legislative Mandates

## **Special Education/504 Programming**

Following a Planning and Placement Team process, students that are unable to access the general education curriculum and require accommodations and modifications are provided an Individualized Education Program (IEP). State and federal laws mandate how the Hebron Public Schools provides special education and 504 programming to identified students. Students who are receiving modification and accommodations must be done so in a Least Restrictive Environment, and in accordance with a Free and Appropriate Public Education.

## **Common Core State Standards**

The Common Core State Standards were adopted by the Connecticut State Board Of Education in 2010. These core standards establish common learning expectations in literacy and mathematics for students in all grade levels. Important to note, the Common Core is not a curriculum or program. Therefore, the Hebron Public Schools has been in a process of aligning our grade level curriculum with the Common Core, as well as, implementing new programming materials that address the standards.

## **Teacher and Leader Evaluation and Professional Learning**

During the 2013-2014 school year, the teacher and leader evaluation plans were implemented as a means of linking teacher and leader practice, student achievement, and stakeholder feedback. Most importantly, the process of teacher and leader evaluation is intended to promote deep professional learning that is in alignment with Board Of Education goals and our vision for teaching and learning in the Hebron Public Schools. Over the past three years, the teacher and leader evaluation model has continued to evolve, and our emphasis during the 2015-2016 school year has been on aligning our district initiatives to professional learning based on the academic, social, and emotional needs of our students.

## **Smarter Balanced Summative Assessments**

The Smarter Balanced Summative Assessment is an online achievement assessment taken by students in grades 3-6. This assessment measures a student's progress toward meeting grade the grade level standards defined in the Common Core State Standards. The Smarter Balanced Summative Assessment results are used as one of many measures the Hebron Public Schools uses to determine the instructional needs of students.

## **Scientific Research Based Interventions**

Our Scientific Research Based Intervention model requires that we provide a balanced and tiered model of academic and social support support for students.

- Tier I: Typical differentiated instruction that occurs in all classrooms (whole class)
- Tier II: Student who are struggling in Tier I are provided additional support, by classroom teachers and interventionists in accessing classroom instruction and social expectations (small group 5-10 students)
- Tier III: Students who are unable to access the curriculum or programming after Tier II interventions have been implemented are provided more intensive instruction by Intervention Specialists. (Individualized 1-5 students)

## **Affordable Care Act**

This law has provided many challenges to the district to avoid the impact of taxes as we move into the future. Developing strategies for negotiations as well as preparing for the reporting requirements that will be required as of January 2016 has and will take considerable staff time. Effective July 1, 2015 an ACA tax was incorporated into our renewal premium. Based on our first bill, the monthly tax is \$7,611 or \$91,337 annually.

## **Magnet Schools**

Connecticut General Statute 10-264 requires local boards of education to pay tuition to magnet schools when Hebron students attend these schools.

## **Student Data Privacy**

Boards Of Education must enter into a formal contract with any contractor whom the district shares student information, student records, or student-generated content with. In addition, contracts must have certain provisions built into the agreement. Control of data, opportunities for parents to review, and notification of unauthorized disclosure must all be included in the contract. All contracts must be posted online, and parents must receive annual notification that an agreement exists.

## **Background and Employment Checks for School Employees**

Public Act 16-67 adds new requirements regarding the completion of employee background checks within 90 days of a hiring. Any employee or contractor, whether certified or non-certified, must agree to the disclosure of any substantiated claims of child abuse, neglect, or sexual misconduct. The law also requires that a prospective employee share information that may be currently under investigation. Separation agreements, which may have been previously non-disclosable per agreement, must also be disclosed by a previous employer. In completing background checks, employers are required to complete a formal background check with ALL previous employers in which the individual being considered was working with children. This includes previous employers in public, quasi-public, and private agencies. If a prospective employee has any substantiated claims, they may not be hired. Further, the would-be employer must also notify the State Department Of Education to inform them that an employee background check revealed a substantiated claim or investigation.